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English ERIC and the College Teaching of English: A Report of Three Conferences on Issues in the Teaching of English Sponsored by the MLA English ERIC and Held in Connection with the 1968 Annual Meeting of the Modern Language Association, 27-29 December 1968.

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Nearly 100 scholars and teachers gathered in three special conferences on the teaching of English in higher education to discuss and identify areas of special importance in the junior and community college English program, the undergraduate curriculum, and graduate programs in English. A paper was presented by Richard Worthen on the need for internship programs on junior college campuses which would be conducted cooperatively by college and university undergraduate English departments. Other topics discussed were: (1) how to improve English instruction in the junior college, (2) graduate programs for community college English teachers, (3) what a Director of Graduate Studies in English (DGSE) needs to know about the U.S. Office of Education, (4) duties and functions of a DGSE, (5) important considerations in initiating a Ph.D. program, (6) graduate enrollments and requirements, and (7) freshman composition courses. The agenda for each meeting, reports and other information given participants, the summary of open discussions, and a roster of participants are also included. (BN)

24 January 1969

ENGLISH ERIC AND THE COLLEGE TEACHING OF ENGLISH: A REPORT OF THREE CONFERENCES ON ISSUES IN THE TEACHING OF ENGLISH SPONSORED BY THE MLA ENGLISH ERIC AND HELD IN CONNECTION WITH THE 1968 ANNUAL MEETING OF THE MODERN LANGUAGE ASSOCIATION, 27-29 DECEMBER 1968.

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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I. Introduction

Nearly 100 scholars and teachers gathered in three special conferences on the collection and dissemination of research in the teaching of English in higher education during the annual meeting of the MLA. Sponsored by the MLA English ERIC, the conferences discussed and attempted to identify areas of special importance in the junior and community college English programs, the undergraduate curriculum, and graduate programs in English.

II. ERIC and the Junior College Curriculum

Michael F. Shugrue, Modern Language Association, presiding

A. Richard Worthen, Director of the MLA-NCTE-AAJC Junior College Study, spoke briefly on the need for internship programs on junior college campuses conducted cooperatively by junior college and graduate English departments.

The complexity of planning the internship and the importance of developing close relations with two-year colleges demand more detailed treatment here than some other aspects of the proposed program.

Although the English professors who will be involved most directly in the proposed program have been intimately concerned with the activities and problems of two-year college English instructors, they have not actually taught in two-year colleges. This underlines the importance of the course in the Community College. It also suggests that a close relationship is needed between the University Department of English and two-year college English departments. To that end, an exchange of faculty is being planned between the University and Innter City Community College, an outstanding example of a large multi-purpose two-year institution which has a more diverse student body, a more extensive curriculum, and more facilities than possible at a local two-year institution. Specifically, arrangements are being made for an instructor from ICCC to come to this university to help teach several of the courses offered then in the program, to consult with the students and faculty involved, and to help determine which students will intern at his community college and how their preparation at the university can best be built upon and supplemented during their internship the next fall. Similarly, arrangements are being made for one of our English faculty either to spend that fall semester teaching at ICCC or to visit there regularly to learn from the two-year students and faculty and to observe periodically how preparation here is serving the interns in their performance. Close relationships will be sought as well with several two-year colleges in this state, though, because of their proximity to this campus, their lesser capacity to absorb number of interns, and the fact that they are at earlier stages of development than ICCC, the relationships will be more informal.

The nature of the internship itself demands further explanation. It should be thought of as a "professional internship" in that, within certain limitations, the intern should have the responsibilities of a regular faculty member at the cooperating institution. An important limitation is that he teach half time. This would mean that he would teach one class of college transfer students, teach one class of "general studies" or vocational-technical students, and assist in the laboratories where remedial English work is offered. Although the interns would receive initial orientation and later consultative help with their teaching plans and problems, they normally would be considered as professionally prepared as any regular beginning instructor and would not be closely supervised or regularly observed. The half-time teaching load would leave the intern time to observe a variety of other English classes and styles of teaching, participate in the usual departmental and all-faculty meetings and other activities, receive some orientation to the role of the individual faculty memeber in relation to operational structure, curriculum, and facilities of the institution, and have some part in the general life of the college outside the classroom (attending lectures, club meetings, sports events, and the like). In addition, he would be expected to conduct two case studies during his internship -- one of a college transfer student, the other of a general studies or vocational-technical student.

Because of the professional nature of such an internship, the university would have to take special pains to insure that only those who are intellectually and temperamentally ready would be permitted to begin internship, and each cooperating institution would have to have full information about and a personal interview with each prospective intern, and the option of declining to accept any, or after consultation with the director of the program, of terminating an unsuccessful internship during the term.

In part because it would receive his instructional services at a time when additional help is needed (during the fall term, when enrollments are typically higher than other terms) and in part because of its own commitment to the professional preparation of instructors, the cooperating institution would be expected to compensate each intern (somewhat above one-fourth of what a regular beginning instructor would receive for the same period of service) and to provide an appropriate English faculty member with adequate time to conduct the initial orientation, consult with interns about their teaching plans and problems, guide their observations of teaching and their participation in the life of the college, and consult with the director of the program about the intern's grade for his performance. The counseling service would necessarily provide some help to interns as they conduct their case studies.

To insure that interns receive a qualitative experience during their service, certain criteria will guide the university in seeking two-year institutions with which to establish internship arrangements. The college must be multi-purpose, with the English department serving college transfer, general studies, and vocational-technical students, and offering remedial laboratory work in writing and/or reading. Evidence of a well qualified English staff must be apparent, with its members certified, experienced, alert to recent developments on other campuses, actively represented in national organizations of college English instructors, and organized as a department to insure faculty participation in the development of curriculum, general policy, the improvement of instruction, and the like. The general library should meet the state approval standards for community college libraries and should include such references as a beginning English instructor may require. Adequate physical facilities and equipment must be available, such as up-to-date classrooms, modern audio-visual equipment, and office space in which the intern can plan his work and confer with students.

One complication in coordinating internships at several institutions lies in the fact that some will be on the semester system while some will be on the quarter system. During the first years, while enrollment in the program is modest (20-25 students), this disparity should prove no great problem. ICCC doubtless can take enough interns to justify having a local faculty member (satisfactory to the university) offer (at university expense) the course in Developmental and Corrective Reading for Two-Year College Students to the interns <u>during</u> the semester. (If such an arrangement cannot be made, either a university faculty member could travel to Inner City a number of times to offer the course in intensive periods, or the students could take an elective from the university by correspondence.) Interns who obtain their experience at neighboring community colleges on the quarter system should be able to take the same course under a special intensive arrangement <u>after</u> the two-year college quarter ends, during the last weeks of the university semester.

B. The following questions guided the discussion:

1. Have any participants initiated cooperative internship programs on junior college campuses for graduate students?

2. Have any attempted to establish such programs? Which graduate programs have seemed most receptive to cooperative programs involving permanent faculty and graduate students?

3. Have any developed and/or submitted proposals for such internship programs to the Office of Education under the Education Professions Development Act or to a foundation?

4. What bureaucratic obstacles inhibit the development of such programs in junior colleges and in the graduate schools? How can they be overcome?

5. What problems are involved in getting junior college faculty members to accept an internship program? To accept part of the responsibility for establishing and supervising such a program.

6. What problems are involved in getting graduate faculties to establish and participate in the operation of such programs?

7. How can internship programs be used as a base for development of exchange of ideas and experience between junior college and graduate department?

8. Are the two models which have been distributed practical for our region?

9. What specific steps can be taken in the next two months fo initiate proposals for cooperative internship programs?

C. Discussion:

Robert Slack (Carnegie-Mellon University) described the Carnegie graduate program leading to the degree Doctor of Arts. Candidates, who serve in an internship on a junior college campus, are encouraged to develop a thesis from their internship experience. Two candidates for the degree who are now writing dissertations on remedial English in the junior college will also develop appropriate teaching materials as part of their degree program.

Ernest Fleischer noted that while one New York graduate department sends candidates to his school to gain teaching experience, it has consistently failed to make the teaching an integral part of the student's graduate program and has been thus far unwilling to involve the junior college faculty in improving the program. As a result, junior college teachers feel that the candidate's experience is quite unsatisfactory. Malkom Jackoway (Forest Park Community College) discussed a similar lack of responsible follow-up by graduate departments in the St. Louis area. He observed that the university must take the initiative in developing a structured arrangement for internships if satisfactory programs are to be developed. Junior college departments do recognize a responsibility to participate in such programs and are usually quite willing to cooperate with graduate departments. Stephen Korducovich (Broome Technical Community College) noted that junior college and U-4 faculty members met recently in upstate New York to develop a geographical consortium project for preparing junior college English instructors. Cooperative programs involving the active participation of junior college instructors were proposed. Attention should certainly be focused upon the need for cooperative efforts by universities, four-year colleges, and community colleges.

Sheppard Kominars (U.S. Office of Education) reminded the meeting that the OE is able to support good cooperative proposals under Parts C (institutes) and D (fellowships) of the Education Professions Development Act. Proposals for small grants (up to $10,000) are available. These grants can be used to lay

the groundwork for full-fledged programs. Guidelines for proposals for 1971 will be released late in February; proposals will probably be due late in June. Further information can be obtained from Sheppard Kominars, USOE, BEPD/DCP, 7th and D Street S.W., Washington, D.C. 20202.

Several participants who had explored cooperative efforts with university departments agreed that communication between two- and four-year English departments had to be encouraged so that an understanding of junior college programs could lead to development of proposals. University departments show a reluctance to become involved and have little conception of the great numbers of teachers needed for the junior college. The magnitude of the problem has been more largely ignored on the Eastern seaboard than elsewhere. The great shortage of remedial teachers was noted by Richard Bassone (City University of New York). As the open-door policy develops in New York, the need will increase five-fold by 1975, Bassone predicted the need for 40,000 specialists in junior college English by then and called for a conference of English and English education faculty members from two- and four-year colleges. Charles Grippi (Suffolk Community College) also called for such a meeting and Slack indicated the importance of involvement of upper administrative figures. MLA will work with USOE to plan such a conference.

D. Information given participants on the National Study of English in the Junior College

SUMMARY OF FIFTY RESPONDENTS TO QUESTION 6 OF THE INSTRUCTORS QUESTIONNAIRE

QUESTION: From your knowledge of the teachers and the teaching in your department, which of the following are needed most to improve instruction?

		NUMBER OF RESPONSES	WEIGHT OF RESPONSE
37.	Courses in literature	16	2.6
38.	Techniques in teaching composition	31	1.8
39.	Mastery of grammatical skills	10	2.3
40.	Platform skills	3	3.6
41.	Psychology of interpersonal relations	12	3.5
42.	Breadth in related academic subjects such as history, sociology, political science, philosophy	23	2.7
43.	Characteristics of the junior college student	10	2.9
44.	Defining and measuring relevant course objectives	17	2.6
45.	Techniques of conferencing with students	7	3.6
46.	Research techniques for instructional purposes	9	4.3
47.	Knowledge of psychological learning theory	12	3.0
48.	Curriculum development and articulation	9	3.7
49.	Variety in teaching techniques	17	3.1
50.	Knowledge of how to teach reading as a basic skill (as contrasted to teaching critical reading or understanding literature)	10	3.2
50a.	Philosophy of the junior college	9	3.9
51.	Other		

Respondents: 41 M.A.'s
9 B.A.'s

E. Information given participants on a graduate program for community college teachers of English

WORKING PAPER

The following proposal outlines a graduate program for community college teachers of English. A carefully-planned course of study and supervised interning, which will extend over two consecutive academic years and the intervening summer term, will lead to a special certificate of qualification in community college teaching and produce a master's degree en route. The program will be offered by a university working in cooperation with local community colleges.

PROGRAM

Fall 1969

English — Seminar: Literary Relations of Folklore. 3 hours. Study of the various ways in which English and American authors have utilized the materials, motifs, and genres of folklore (i.e., proverb, tale, ballad, etc.) in the production of their works.

English — Seminar: Modern Prose Style and the Teaching of College Composition. 5 hours. The study of linguistic, critical, and rhetorical theories of modern prose style, and their relationship to the teaching of college composition.

English — Seminar: Introduction to Modern Linguistics. 3 hours. Survey of the methods and results of American linguistic research in the last three decades, with emphasis on development of contemporary models for the description of syntax and phonology. Special attention to generative grammar.

Elective

Winter 1970

English — Seminar: Literature of the English Bible. 3 hours. Study of the literary qualities of the English Bible, with some reference to its influence on English and American literature.

English — Seminar: Modern English and Its Backgrounds. 3 hours. Equal attention to history of the English language and the current state of the language, especially as revealed by generative grammar.

Education — Colloquium: The Community College and Its Students. 1st term. 3 hours. A two-term interdisciplinary colloquium involving lecturers and consultants from education, psychology, sociology, and other relevant disciplines, as well as from the administrative and instructional staffs of community colleges. In the first term, emphasis on the history and philosophy of the community college, its place in American higher education, with special attention to its primary functions (vocational, transfer, adult education).

Elective

Spring 1970

Writing — Writing and Conference: Creative Writing for Teachers of College Composition. 5 hours. Study of the principles underlying the chief forms of imaginative composition, with practice in both writing and analysis; especially intended for community college teachers.

English — Seminar: Social and Regional Dialects of American English. 3 hours. Introduction to the methods and results of dialectology and sociolinguistics and to the varieties of American English; special attention to how language varieties arise and how they gain and lose prestige.

Education — Colloquium: The Community College and Its Students. 2nd term. 3 hours. A two-term interdisciplinary colloquium involving lecturers and consultants from education, psychology, sociology, and other relevant disciplines, as well as from the administrative and instructional staffs of community colleges. In the second term, emphasis on the interests and goals of community college students, with special attention to the psychology of late adolescence, learning theory as applied to the community college milieu, and problems of teaching community college students from disadvantaged backgrounds.

Elective

Summer 1970

Speech — Seminar: The Film as Art Form. 3 hours. Study of the motion picture film as a unique and significant art form of the twentieth century; consideration of history of film, film technique, film criticism, contemporary experimental films.

English — Colloquium: Teaching the Genre Course and the Literature Survey Course. 3 hours. Discussion of theory, problems and possibilities of the typical genre course (fiction, drama, poetry) and the literature survey course (world, British, American) as taught in the community college.

English — Colloquium: Teaching Composition and Literature to the Terminal Student. 3 hours. Consideration of aims, content selection, techniques of presentation, and use of instructional resources in teaching English to the terminal student in the community college.

Elective

Fall 1970

Arts & Letters — Seminar: Classical Literature in Translation. 3 hours. Study of principal Greek and Roman masterpieces, with some attention to their influence on later writers and the culture of the Western World.

Speech — Seminar: Advanced Oral Interpretation of Literature. 3 hours. Study of discovery and oral expression of meaning and feeling in prose, poetry, and dramatic literature.

English — Seminar: Introduction to Modern Criticism. 3 hours. Survey of critical approaches to literature that have been and are prominent in twentieth century scholarship, from T.S. Eliot to Northrop Frye, with the aim of acquainting the student with as many critical techniques applicable to modern literature as time will allow.

Elective

Winter 1971

Education — Practicum: Supervised Teaching in the Community College. 9-15 hours. Closely supervised practice teaching in the student's major field; placement in one of the public community colleges. Experienced community college teachers, designated as supervising teachers, will conduct weekly seminar meetings with interns on teaching problems and procedures and the general educational milieu of the community college.

Spring 1971

Arts & Letters — Seminar: World Literature in Translation. 3 hours. Study of selected masterpieces, both European and non-European, from the Renaissance to the present.

English — Seminar: The Literature of Social Criticism. 3 hours. Study of the criticism of society--economic, political, social, racial--viewed as a significant movement in American literature; special attention to the literary contributions of minority groups in America.

History — The History of the Negro and Other Minority Groups in the United States. 3 hours. An examination of the influence of the Negro and other minority groups in the development of American society. Special attention will be given to books and articles of significant value for the study of minority elements in the population.

Elective

The paradigm of courses outlined above has been especially designed to provide realistic, comprehensive, and thorough preparation for teaching English in community colleges. Drawing on the resources of the Departments of Speech, Classics, History, Sociology, Psychology, and Education, as well as those of the English Department, the program relates the task of teaching English to other intellectual strands in the curriculum of the two-year college and provides students with a much broader perspective of their field than the conventional bachelor's and master's degrees in English afford.

Following are specific features of the program of courses that merit notice:

a. Some of the courses, such as Literary Relations of Folklore and Literature of the English Bible, are intended to fill in the students' general cultural background and enable them to teach literature with a richer awareness of the cultural heritage of users of English.

b. Certain courses, though clearly valuable for the teaching of English, have nearly always been omitted from the usual undergraduate English major and are therefore brought into the proposed program--such courses as The Film as Art Form, Advanced Oral Interpretation of Literature, Creative Writing for Teachers.

c. Some of the courses on the list are intended to take advantage of the students' previous work in literature and enable them to focus it on specific courses that are regularly offered in community colleges--the surveys of English and American literature, the world literature course, and the literary types or genres courses (fiction, drama, poetry). The colloquium on Teaching the Genre Course and the Literature Survey Course, and the two courses on world literature in translation, will provide sound preparation for teaching. The course entitled Introduction to Modern Criticism will enable students to teach the literature of the twentieth century, so important a part of the English offerings of community colleges, with perception and proper focus.

d. Two of the courses are directed wholly toward preparing students to teach writing, both expository and creative, with competence.

e. Another course, the colloquium on Teaching Composition and Literature to the Terminal Student, will attempt to acquaint students with the special problems of teaching English to the student who is not primarily oriented toward conventional academic work but rather toward specific vocational goals. The colloquium will focus relevant work taken by students in other courses and direct it toward this limited aim.

f. A sequence of three courses in linguistics will not only furnish students with an informed and accurate understanding of language, and of English in particular, but by culminating in a careful study of Social and Regional Dialects of American English it will develop in them an intelligent and balanced view of linguistic variations, especially those kinds that set off the speakers of Standard English from speakers of the many varieties of Non-standard. (In the present climate of social unrest, and the new awareness of the obligation of American education to the disadvantaged, such an understanding of the nature and causes of dialectal variation is imperative in anyone who wishes to teach the use of English responsibly.)

g. A two-term interdisciplinary colloquium on The Community College and Its Students, will be an invaluable means of making clear the nature and special objectives of this kind of institution and so forestall later misunderstanding and possible frustration when students begin their teaching.

h. The program includes two special courses designed to acquaint students with the literature of social dissent and criticism in the United States, and the history of minority groups. In these courses the role and the contributions of minority groups--racial, economic, political, social--will be studied as a means of shedding light on the unrest of our own day and enabling students to deal rationally and effectively in their classrooms with demands for a fuller recognition of, say, the literary contributions of the Negro race in America.

i. In each term of the program except the one in which the practicum is scheduled, provision is made for an elective so that each student can fill in gaps in his own background or enrich his preparation in whatever areas he wishes. These elective courses are beyond the requirements of the program, which will lead to a master's degree and the community college certificate of qualification with only the courses specifically listed in the paradigm.

j. Finally, the practicum, an entire academic term spent teaching

under supervision in a community college, is an integral part of the program. It will enable students to bring to bear in the classroom the results of their study and to gain practical experience under the direction of an expert community college teacher. Students will teach a halftime schedule of courses, thus enabling them to have adequate time for class preparation and for observing classes taught by experienced teachers.

It should be observed that if a student has already gained the knowledge offered by one of the core courses, whether he has acquired it by formal course work or by independent study, he will not be obliged to go over the same ground again but will be urged to elect another course that he particularly needs. In this way, the program can be closely adapted to the background and requirements of individual students.

The degree that the English program is intended to lead to, en route to the certificate of qualification in community college teaching, is the Master of Arts in Interdisciplinary Studies--the equivalent of a Master of Arts in Teaching--with specialization in English. If a student should prefer to receive a regular Master of Arts in English, he can easily do so by fitting in the additional requirements through the latitude offered him in elective courses. If a student should have graduate work in English on record elsewhere, he may petition to have up to 15 hours of such credit transferred and applied to a degree.

F. Roster of participants:

Louise H. Allen, Chairman, Communications Division, Parkland College, 2 Main Street, Champaign, Illinois 61820.
Roland M. Arocha, Moraine Valley College, 5933 W. 115th Street, Alsip, Illinois 60658.
Richard M. Bassone, 69 Fifth Avenue, New York, New York 10003.
Henry Chupack, Chairman, Department of English, Kingsborough Community College, Manhattan Beach, Brooklyn, New York.
Raoul De-La-Noval, Wilson Junior College, 7047 South Stewart Avenue, Chicago, Illinois 60621.
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Raymond M. Fredman, Chairman, Department of English, Cuyahoga Community College, Metropolitan Campus, Cleveland, Ohio 44115.
Sister Mary Eugene Gilmore, Acting Chairman, English Department, Alphonsus Junior College, Woodcliff Lake, New Jersey 07675.
Charles S. Grippi, Head, English Department, Suffolk Community College, 533 College Road, Selden, New York 11784.
Eileen W. Hoag, Chairman, Department of Humanities, Ocean County Community College, Toms River, New Jersey.
Malkom G. Jackoway, Forest Park Community College, 5600 Oakland Avenue, St. Louis, Missouri 63110.
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Stephen A. Korducovich, Chairman, Department of English and Humanities, Broom Technical Community College, Binghamton, New York 13902.
Alfred J. Levy, Associate Dean, Arts and Sciences, University of Hawaii, Honolulu, Hawaii 96822,
Sister Mary Berchmans Mahoney, Maria College, 700 New Scotland Avenue, Albany, New York 12208.
Roger Nelson, Department of English, Auburn Community College, Auburn, New York 13021.
Bernard O'Donnell, NCTE/ERIC, 508 South Sixth Street, Champaign, Illinois 61820.
Mrs. Charles Samuels, Herkimer County Community College, Ilion, New York.
Philip D. Segal, Queensborough Community College, Bayside, New York 11364.
Robert C. Slack, Carnegie-Mellon University, Pittsburgh, Pennsylvania.
Selma F. Stonberg, Newton Junior College, Newtonville, Massachusetts 02160.
Vincent C. Trofi, Marjorie Webster Junior College, Washington, D.C. 20010.

Ernest Fleischer

III. ERIC and Graduate Programs

A. Eric and Graduate Programs in English
Michael F. Shugrue, Secretary for English, MLA, outlined the plan of the meeting, spoke briefly about the function of ERIC and its potential usefulness for Directors of Graduate Studies in English, and presented the results, to date, of the survey of graduate enrollments and requirements.

B. Program: The responsibility of the Director of Graduate Studies within the Structure of the English Department. Mr. Shugrue announced that illness had prevented Patrick G. Hogan, Jr. from attending the meeting and introduced the members of the panel:

1. Eugene E. Slaughter, Southeastern State College: "What a DGSE needs to know about the U.S. Office of Education." Mr. Slaughter described the sections of the National Defense Education Act--Title IV and Title V--that offer opportunities for government support for graduate programs in English.

2. J. Leeds Barroll, Vanderbilt University: "Observations concerning the duties and functions of a DGSE."

   a) The importance of a good relationship between the DGSE and the chairman of the department so that the DGSE can initiate program revisions. It is especially important to examine language requirements.
   b) The importance of a good relationship between DGSE and the Director of Composition. Their interests overlap especially in the area of financial support through teaching assistantships. Mr. Barroll advocates movement toward the concept of an apprenticeship program and suggests that the DGSE assume primary responsibility for supervising the teaching duties of graduate students.
   c) Mr. Barroll raised the problem of excessive demands on graduate students. The student must be given at least one full year in which teaching and other kinds of employment do not compete against his graduate work. The term papers required in many graduate courses are what some have in mind when they speak of the three- or four-part dissertation. The dissertation should be more than a series of term papers. On the other hand, it is too much to ask the student to write two or three "publishable" papers and teach two classes each semester. We must be sure that the student is given sufficient time to write his papers and his dissertation.

3. William B. Hunter, Jr., University of New Hampshire: "Important considerations in initiating a Ph.D. program."
   a. The need for strong supporting departments--at least one such as history or philosophy.
   b. Office space becomes a problem as the graduate students begin to arrive.
   c. Admissions:
      1) Too often left entirely to the DGSE. It is a larger problem in which other members of the department should be involved.
      2) The Allen report assumes a good undergraduate background, but this is not always the case. As the narrower Ph.D. comes into being, we need to look more carefully at undergraduate preparation and be sure it is broad enough to provide a base for the specialized study.
      3) Reservations about the value of the GRE advanced test in literature.
      4) The long-range probem of placement: Cyclical overstocking in some areas. DGSE needs to be aware of the market in order to guide the students toward areas where the needs will be. Since the Chairman

will be in a better position to spot trends, the DGSE must work closely with him in this area.

5) DGSE must watch the freshman English program to be sure it does not place too great a burden on graduate student teachers. Yearly changes in texts, for example, mean new preparations for graduate student teachers.

4. Discussion:
   a. Mr. Shugrue stated that he plans to use the ADE Vacancy List to prepare reports on areas of greatest needs.
   b. Main points raised by participants in the discussion:
      1) There is pressure from faculty members and newly-formed graduate student organizations to get rid of all language requirements. Is this advisable? The Allen report is often used as ammunition on this point.
      2) Graduate student organizations must be representative of all students or they will backfire.
      Suggestions: Gentlemen's agreement among professors to allow the student to write one standard term paper each semester and shorter reports and papers in his other courses. More integration between term papers and MA or Ph.D. theses. Variety should be encouraged in a student paper to prevent a student "working his thing" from first term paper through dissertation.
      3) Is the four-year Ph.D. suggested in the Allen report sufficient? Probably too short a period of time in English, especially if teaching is involved along the way.
      4) Why are students having a difficult time finding jobs this year? Have the projections of need been inaccurate? Mr. Shugrue replied that the openings are there and suggested that students are being too particular about the kinds of positions and institutions they will consider.

5. Special Guest: Don Cameron Allen, the Johns Hopkins University, author of <u>The Ph.D. in English and American Lirerature</u>.

Mr. Allen made the following points in replying to questions raised earlier:
   a. We must keep in mind the practicality and potential usefulness of the language requirement. Unless the language is used, the requirement makes no sense.
   b. Other specialties are reducing the areas of knowledge required for their "specialists"--e.g., law, medicine, sciences. We must consider the possibility of doing the same thing as scholarship within each sub-specialty proliferates.
   c. Dissertation: We should not require more than a faculty member can do during a summer. That is about one article. Does it make sense to require a student to write a book before he can write an acceptable article?
   d. In fact the Ph.D. is a teaching degree. We are preparing people to teach English and American literature, and the degree should be an introduction to that vocation.

C. DGSE Organizational Planning:

1.. Motion: That an informal association of Directors of Graduate Studies in English be formed and that Patrick Hogan be named chairman and charged with the task of selecting an initial steering committee. <u>Motion Passed</u>.

Mr. Shugrue asked for volunteers for the steering committee.

2. By general consensus it was agreed that time be requested for a similar meeting of Directors of Graduate Studies in English as the 1969 meeting of the Modern Language Association.

D. Information given participants: SUGGESTIONS FOR ORGANIZATION OF DIRECTORS OF GRADUATE STUDIES IN ENGLISH (December, 1968)

1. The organization should be informal and flexible.

2. There should be continued close cooperation with both the ADE and with ERIC.

3. The advice and guidance of Michael F. Shugrue should be solicited both during and following organization of DGSE representatives.

*4. Initially, a steering committee of perhaps five persons (ten should be a maximum) would possibly provide the most effective means of projecting and recommending whatever organizational structure may seem appropriate and of planning (with MLA and ERIC cooperation) future programs.

*5. DGSE representatives, as assembled on 28 December 1968, should voice a collective request (as was done in Chicago in 1967) that the MLA provide program time and space for a 1969 meeting.

6. Subject to approval by the Executive Committee of the MLA, the membership of individuals or departments in a DGSE organization should involve <u>no</u> dues (as distinguished in this respect from ADE).

7. The steering committee, if constituted, should as soon as possible become familiar with the plans for ERIC and with the projections of other learned and professional organizations to avoid, if at all possible, duplication of effort; in addition, the information that the DGSE organization wishes to cooperate with committees of other organizations should be circulated.

8. In order to achieve the purpose of Item 5, above, it may be well to circulate a petition at the present meeting in order to obtain any number of signatures that may be needed.

In October, 1968, the ADE asked chairmen of 413 graduate departments of English in the United States and Canada to participate in a survey of current graduate enrollments and requirements in order to up-date the statistics compiled by Don Cameron Allen in 1966. The following statistics are based on 205 responses received as of 20 December, 1968.

1. Number of responses: 172 institutions currently offer graduate degrees in English:
   - 2 offer the M.A.T. only
   - 2 offer the Ph.D. only
   - 71 offer both the Ph.D. and the M.A. (7 began Ph.D. programs in 1967 or 1968)
   - 97 offer the M.A. only (6 plan to offer the Ph.D. in the next two years)
   - 33 institutions do not award or have ceased to award graduate degrees in English (8 plan to offer the M.A. in the next three years)

   205 TOTAL NUMBER OF RESPONSES

2. Intermediate degrees:
   - 5 institutions currently offer intermediate degrees.
   - 5 institutions have drawn up proposals for intermediate degrees.
   - 17 have considered establishing an intermediate degree.

3. Degrees awarded since September, 1967:
   - 3,861 M.A.'s at 150 institutions (range 1 to 189)
   - 646 Ph.D.'s at 62 institutions (range 1 to 40)

4. Current graduate enrollments:
   - 10,067 Total number of full-time students:
     - 5,529 M.A. Candidates (158 responses)
     - 4,538 Ph.D. Candidates (70 responses)
   - 8,333 Total number of part-time students:
     - 6,873 M.A. Candidates (149 responses)
     - 1,460 Ph.D. Candidates (64 responses)
   - 4,732 Total number of students beginning graduate work in fall, 1968:
     - 3,402 M.A. Candidates (146 responses)
     - 1,330 Ph.D. Candidates (66 responses)
   - 1,141 Total number of students beginning graduate work in fall, 1968, with the M.A. (151 responses)

5. 15,053 undergraduate English majors have been graduated since September, 1967 (151 responses). Range 4 to 508

6. Size of faculty:
   - 5,765 Full time (168 responses) range 4 to 123
   - 4,081 Part time (143 responses) range 1 to 186:
     - 3,223 Teaching Assistants
     - 858 Other
   - 66 Writers in residence (127 responses) range 1 to 5

7. Use of the ADE-MLA vacancy lists:
   - 63 have not listed
   - 14 have listed but do not mention results
   - 70 have received useful inquiries about positions listed
   - 13 have not received useful inquiries about positions listed

   160 Total responses

8. Allen Recommendations on the Ph.D.:
   - 79 have discussed them (either a departmental committee or a the graduate faculty)
   - 16 have not discussed them

9. For candidates who received graduate degrees in English in the last year, the average elapsed time between the B.A. and the M.A. was 3.0 years (155 responses, range 1 to 16) and between the B.A. and the Ph.D. was 7.4 years (63 responses, range 4 to 19).

10. Graduate Record Examination:
111 require GRE (53 for the Ph.D. and 58 for the M.A.)
36 recommend but do not require GRE (13 for the Ph.D. and 23 for the M.A.)
23 neither require nor recommend the GRE (11 for the Ph.D. and 12 for the M.A.)
170 responses

11. Current foreign language requirements:
for the M.A. 124 require 1 language
25 require no language
149 responses

for the Ph.D. 10 require 1 language
38 require a reading knowledge of 2 languages
19 require either a reading knowledge of 2 languages or an advanced proficiency in 1 language
170 responses

12. Do you anticipate a revision of the foreign language requirement?
104 answered "no" (37 for the Ph.D. and 67 for the M.A.)
45 answered "yes" (26 for the Ph.D. and 19 for the M.A.)
8 have recently revised FL requirements (7 for the Ph.D. and 1 for the M.A.)
157 responses

13. Supervised teaching for doctoral students:
3 provide no supervised teaching or work in pedagogical methods
44 provide supervised teaching experience only
2 provide a course in pedagogical methods only
26 provide both supervised teaching experience and pedagogical methods
75 responses

14. Examination after the dissertation:
62 institutions currently require an examination after the dissertation. Of these, 16 indicate they would eliminate this requirement if the graduate school did not require it.
13 do not require an examination after the dissertation
75 responses

15. Master's thesis:
71 institutions require a thesis for the master's degree
89 institutions do not require a thesis
160 responses

16. Post-doctoral work: 108 institutions do not offer it, and 3 do (111 responses).

17. Junior and community college degree programs:
114 do not offer or participate in the preparation of junior college teachers
41 do offer or participate
155 responses

18. Cooperative programs with local junior and community colleges:
141 departments of English do not have a cooperative program
22 departments of English do have a cooperative program
163 responses

19. Teaching in the junior college:
23 chairmen do not advise certain students to consider teaching positions in a junior or community college
132 chairmen do advise students to consider these teaching positions
155 responses

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IV. ERIC and the Undergraduate Curriculum:

John Butler, Wichita State University, presiding

A. The following agenda guided the discussion:

1) What's happening in composition courses?

2) The supervision of Teaching Fellows

3) How are four-year colleges and M.A. programs trying to help those who will teach in junior colleges (where, in many sections of the country, the beginning English courses are remedial)?

4. The relation of four-year programs to two-year programs

5) What textbooks that aren't now on the market should be?

6) The place of linguistics in the freshman course

7) Honors programs

B. John Butler introduced the topics to be discussed and gave a brief report on the purpose of MlA English ERIC.

C. Bonnie Nelson reported on ERIC's survey of freshman composition courses and on topics being considered for focus papers.

D. Discussion:
1) There was unanimous agreement that information is needed on how Negro literature is being or should be taught.
2) It was also suggested that more information is needed on honors programs and on vertical composition courses.

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